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ABSTRACT

This is number nine in a series of resource manuals consisting of 11 sequenced curriculum guides developed by the Demonstration and Research Center for Early Education (DARCEE) for use in early childhood education programs. Emphasis is placed on the development of sensory, abstracting and mediating, and response skills. The projected order of the units is: (1) All About Me, (2) Plants, (3) Autumn, (4) Home and Family, (5) Winter, (6) Forest Animals, (7) Neighborhood and Community, (8) Farm Animals, (9) Spring, (10) Transportation, (11) Farm Crops. Each unit is intended to build upon skills developed in the preceding ones. The ninth unit, "Spring," is primarily a science unit. The major content objective is to develop the child's understanding of spring and the changes that occur in plants, animals, weather, and people in the spring. The suggested time for the unit is two weeks. Instructional activities are presented side by side with basic skills to be developed, and space is provided for teachers to outline additional activities and skills. The appendix includes patterns for teacher-made materials. (MS)

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UNIT MANUAL NINE:

SPRING

CURRICULUM GUIDE

The Demonstration and Research Center for Early Education
John F. Kennedy Center for Research on Education and Human Development

SPRING

Unit 9

by

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1972

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FOREWORD

The Use of DARCEE Resource Unit Manuals

The series of resource unit manuals consists of 11 curriculum guides. Each unit builds upon preceding units, moving the child to higher levels of development and understanding. The projected order of the sequence of units is as follows:

1) All About Me
2) Plants
3) Autumn
4) Home and Family
5) Winter
6) Forest Animals
7) Neighborhood and Community
8) Farm Animals
9) Spring
10) Transportation
11) Farm Crops

Although it is not suggested that the units be individually followed as "recipe books," it should be restated that each unit builds upon skills developed in preceding ones. Thus, beginning with activities in Unit 10 would present problems for the children if they have had no opportunities to develop and refine the skills presented in preceding units. Another reason for "beginning at the beginning" is the development of the teacher. The first five units are written in a great deal of detail to be very supportive of the teacher and give her a number of illustrations of skill development activities. As she becomes more confident and creative in designing her own activities and materials, the text becomes less descriptive and detailed. Units 6, 7, and 8 will present more opportunities for the teacher's original ideas. The final three units are planned as "skeletal" guides indicating skills and concepts, a few suggested activities and a publications list. They will leave a lot to the discretion, imagination, and abilities of the individual teacher.

Each unit begins with an introduction stating the specific goals and objectives of that unit. A certain number of weeks for covering the material is suggested. These <u>are suggestions</u>, however, and should not be interpreted as "law." The most appropriate way for a teacher to use the units is in the way that will be most valuable to each teacher and her particular group of students. Adjustments may need to be made on the basis of geographic location, the range of the children's experiences and the amount of time required to cover the desired material. The teacher may decide to substitute some of her own activities. She may like some units better than others; prefer some sections over others. She should feel free and comfortable in making these adjustments.

Should the teacher decide to follow the units rather closely at first, she should do so bearing in mind that the subject matter they cover was meant to be only a part of a full day's activity. Three solid weeks of any one unit, all day, everyday, could be a disaster as far as maintaining interest, attentiveness, and motivational level. It would also be advisable to skip a day of unit related activity occasionally for the same reason.

The basic layout of the resource units runs approximately according to the following pattern:

1) Introduction
2) Concepts and Understandings
3) Skills
4) Sequenced Instructional Guide
5) List of Suggested Materials
6) Appendix

DARCEE Curriculum--An Information Processing Model

I. SENSORY SKILLS--"Input" Receiving information

Orienting and Attentional
- Visual
- Auditory
- Tactile-Kinesthetic
- Taste-Olfactory

Discriminatory
- Visual
- Auditory
- Tactile-Kinesthetic
- Taste-Olfactory

Relational
- Visual
- Auditory

Sequential
- Visual
- Auditory

II. ABSTRACTING AND MEDIATING SKILLS--"Organization" Organizing information

Basic Concept Development

color	length	speed
shape	volume	taste
size	volume (aud.)	flavor & odors
number	texture	time
position	weight	age
volume	temperature	affect
pitch	motion	

Association
1. Objects with objects--functionally, spatially, temporally
2. Labels with objects, sounds, actions, concepts
3. Labels with labels

Classification
1. Deductive classification
2. Inductive classification

Sequencing
1. Motor--sequencing series of actions, directions, events
2. Verbal--sequencing a series of concepts, events

Critical Thinking
1. Drawing relationships
2. Making inferences
3. Making predictions
4. Analyzing problem situations
5. Synthesizing
6. Hypothesizing
7. Evaluating
8. Drawing analogies
9. Analyzing absurdities

III. RESPONSE SKILLS--"Output" Expressing information

A. Verbal
- Fluency
- Articulation
- Syntax
  - a. Single-word level--identification of objects, actions, sounds, concepts
  - b. Phrase level
  - c. Complete sentence level
    - simple declaratives
    - interrogatives
    - negatives
    - "and" statements
    - "or" statements
    - "if-then" statements
    - "I don't know" statements
    - complex sentences--adverbial clauses

B. Motor

Small-Motor Coordination (eye-hand coordination)

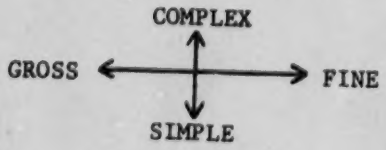
pasting	lacing & weaving
modeling	tracing
painting	solving mazes
coloring	following dots
stringing	printing
drawing	
cutting	

Orientation
- left-to-right progression
- top-to-bottom progression
- front-to-back progression

Basic Skill Development

The Information Processing Model provides a framework for an emphasis on basic skills to be extended and developed through the activities of each unit understanding. The primary purpose of the unit content is to motivate and encourage children to use basic skills. Mastery of unit content, then, is secondary to the development of basic skills. Instructional activities utilize materials and experiences of interest to most young children, thereby providing children with many opportunities for developing SENSORY, ABSTRACTING, and RESPONSE SKILLS--those skills necessary to receive information, to organize information, and to respond to, or use, information in a meaningful way. These are the skills necessary for cognitive growth and the development of intellectual competency. Mastery of the basic skills will make it more possible for children to impose order and structure upon the environment in which they find themselves.

While the DARCEE Curriculum diagram has categorized specific skills under the headings of Sensory, Abstracting, and Response Skills, it is important to note that in reality there is no such clear-cut separation. The diagram is a conceptualization of a process and, as such, is a representation of a way to organize basic skills in order to think about them in relation to curriculum development. It does not imply that at any time a child would be expected to use one skill only. For example, even though an activity may emphasize the development of color concepts (abstracting skills), the child is using, at the same time, his sensory skills (receiving information) and perhaps also his response skills (expressing information about color). The categorization of basic skills is simply intended to point out the emphasis of a particular activity while assuming that in any endeavor the child is actually using a variety of skills to reach a particular outcome.



Development of Sensory Skills

Sensory skills refer to those skills which involve the senses of seeing, hearing, tasting, smelling, feeling, and touching. They are basic to all skill development because all that is learned is received through one, or a combination of more than one, of these senses. A child sees that two cubes are alike because he sees they are the same color. A child hears that two sounds are different because one is loud and one is soft. A child feels that a pin is sharp because it sticks him. Generally speaking, however, simply receiving information through the senses does not require the child to think about the information. The child can see that two cubes are alike, or hear that two sounds are different without knowing, or thinking about, the name of the color of the cube or saying that one sound is loud and one is soft. The child can sense the pain of the pin prick without knowing the words sharp or pin.

When activities that emphasize sensory skill development are presented, the child is expected to behave in a physical way rather than to respond verbally (with words, phrases, or sentences). It is certainly all right for the child to respond verbally for he is, in fact, letting you know that he is ready for the next level of skill development. What is important, though, is that the behavior usually expected when the emphasis is on sensory skill development is in terms of a physical rather than a verbal action.

Activities emphasizing the receiving of information through the senses represent the first level of skill development in the DARCEE Curriculum. A wide range of sensory experiences, with the teacher close by to label and describe, provides the foundation upon which the child builds more complex skills and understandings. The ability to take in information through all the senses is fundamental to the future learning of the child.

Development of Abstracting and Mediating Skills

Abstracting and mediating skills refer to those skills which make it possible to organize and store incoming information in such a way that it can be readily available for present and future use. The development of these skills helps the child pull out the most important factors to remember about a person, object, or event. Impressions received through the senses are soon lost unless the child has some way of organizing the key elements of information. New information becomes more meaningful when it can build upon what is already known. Being able to organize information requires the child to think about incoming information and to sort out what is most important about it.

The level of a child's language development is very closely related to the development of abstracting and mediating skills. In fact, the ability to associate labels with objects is a mediating skill; e.g., using the word round to associate balls, apples, oranges, circles. The child does not necessarily have to be able to speak the word at this point. He may have a much larger understanding vocabulary than he does a speaking vocabulary. It is often by his physical action, an observable behavior, that the child indicates he is able to organize information--to associate, classify, and sequence things in his environment. When the child has had many opportunities to experience round objects, he may be shown a ball and a cube and be asked to show which one is round. If indeed the child has in some way organized information about roundness, he will respond by pointing to, or picking up, the ball. He will respond in a similar way to the presentation of any round object whether or not he has knowledge of the particular object. For example, the child may never have seen a globe; but when shown a globe and a cube, he will be able to pick out the globe as something round.

Activities emphasizing the organization of information through abstracting and mediating skills represent a second level of skill development in the DARCEE Curriculum. According to the individual child's skill level, he may be expected to respond either non-verbally or verbally. The response the child uses is dependent upon the quantity and quality of his sensory experiences and his level of language development.

Development of Response Skills

Response skills refer to the ways in which the child is able to use or express the information he has organized. The responses may be verbal, moving from single words to complex sentences, or the responses may be physical actions; e.g., cutting, pasting, painting, etc. All unit activities call for either verbal or motor (physical) responses, or a combination of both, and are sequenced to help the child refine his skills of responding, moving from gross responses (single words, tearing paper) to fine responses (complex sentences, cutting on a line with scissors).

Levels of Skill Development

Discriminates: the ability to make some distinction of likeness and difference between people and objects. The child may point to something, pick it up, turn his head in the direction of it, etc.--a physical action indicating that through one of his senses he is aware of likeness and difference. Matching, the ability to place like objects together, requires the child to discriminate, such as, between a red cube next to another red cube and a red cube on top of a piece of paper. Neither discriminating nor matching requires a verbal response.

Recognizes: The child indicates by a physical action that he understands what is said to him. Recognition does not require a verbal response--the teacher supplies the label. A red, a yellow, and a blue cube are placed before the child. The teacher says, "Show me the yellow cube." The child recognizes the concept of yellow if he points to or picks up the yellow cube.

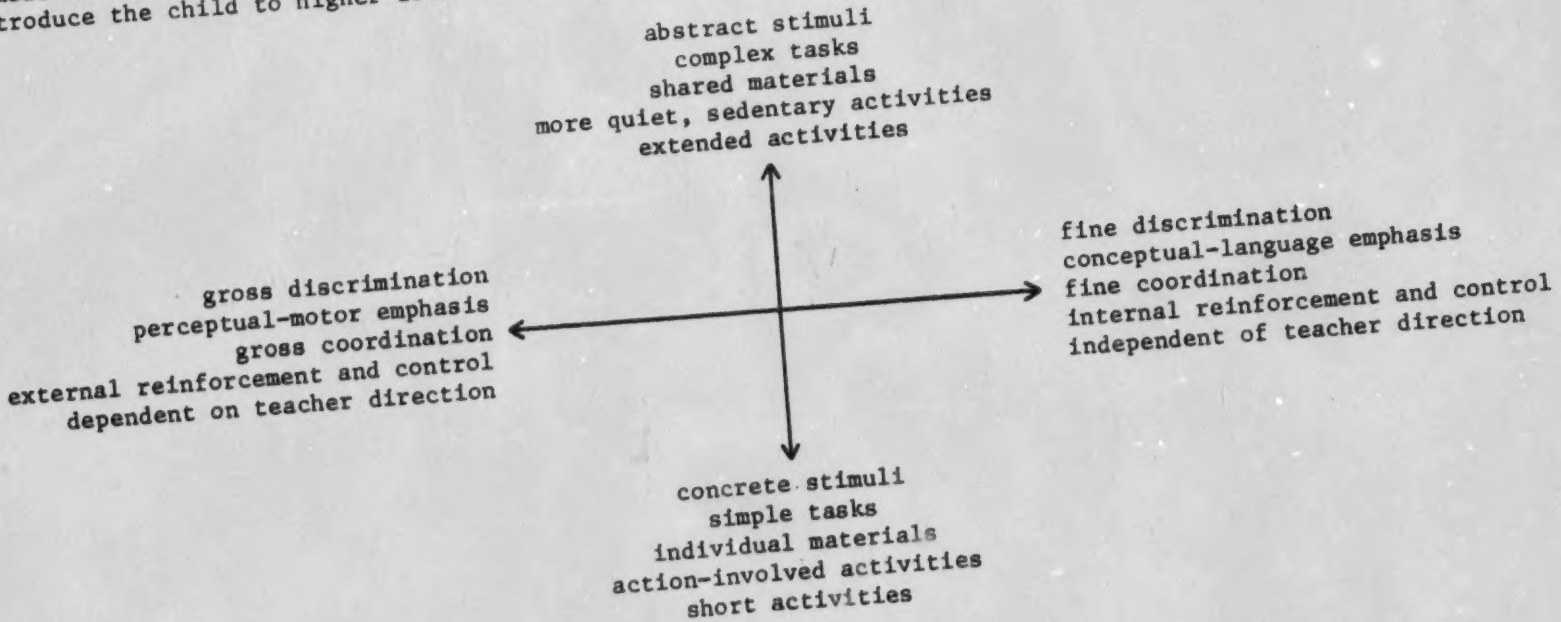
Identifies: The child is expected to give a verbal response--to supply a label for a given object. The teacher holds up the yellow cube and asks, "What color is this?" The child identifies when he responds with the word yellow.

Sequencing Within the Curriculum

Throughout the DARCEE Curriculum Guides, it will be noted that the expectations for the development of children follow a sequential order. The child must be able to discriminate and match objects before he is expected to recognize them. He must be able to recognize objects before he is expected to identify them.

discriminate
match
→ recognize → identify

Additionally, sequencing principles determine the order of the presentation of unit content and skill development activities. Unit content is developed in an order of increasing complexity and abstraction while, simultaneously, skill development is proceeding from simple, gross, sensory skills to complex and abstract response skills. Each unit builds upon the concepts and skills of preceding units, moving the child to higher levels of understanding and skill development. For example, the content of the first unit, All About Me, was about the child himself--a topic of obvious concern and interest to him. Succeeding units about people take the child away from himself into the Home and Family and then the Neighborhood. Proceeding through the units, instructional activities provide many opportunities for the skills of receiving, organizing, and expressing information to become increasingly refined and complex. Within each unit, the instructional activities are ordered to coincide with the continuing growth and development of more abstract and complex skills. In utilizing the principles of sequencing, the DARCEE Curriculum makes it possible to begin at the child's immediate level of development, and, by reviewing and extending previously learned concepts and skills, to introduce the child to higher levels of skill development in a manner appropriate for the individual child.



How to Use DARCEE Curriculum Guides 8, 9, 10, 11

For each experience described under Suggested Instructional Activities, there is a list of specific skills children will be developing through doing the activities. Specific basic skills are related to each activity in the following manner:

SKILLS TO BE DEVELOPED		SUGGESTED INSTRUCTIONAL ACTIVITIES
Visual		1. Give each child an envelope with cut-out body parts of a bear. Have the child paste the parts on manila paper to make a bear.
1.	Whole-part-whole relationship	
Concept Development		2. Read The Three Bears. Have the children recall the story content in sequence.
2.,3.	Recognizes and identifies size concepts (big, middle-size, little)	
Association		3. Give the children a ditto of The Three Bears. Have them paste the appropriate size bowl, chair, and bed under each bear.
1.	Associates the animal with its characteristics	
Sequencing		
2.	Recalls the order of story content	
Verbal Response		
2.,3.	Uses single words and phrases Models complete sentences	
Motor Response		
1.,3.	Coordination	

Look at the column headed "Skills To Be Developed." Notice that there is a numeral beside each skill. This numeral corresponds to an activity in the column headed "Suggested Instructional Activities"; e.g., beside the skill "whole-part-whole relationship" is the numeral 1, indicating that this skill is emphasized in activity 1. By referring to the Curriculum diagram, you can then determine the category of the specific skill. This should make it possible to plan activities that meet the skill development needs of your particular group of children.

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I. Introduction

The ninth unit, Spring, is primarily a science unit. Like earlier DARCEE units, it is intended to review and extend the understandings, concepts, and skills which the child has previously developed.

The major content objective is to develop the child's understanding of spring and the changes that occur in plants, animals, weather, and people in the spring. The major skill objectives for the child are to further develop and refine his Sensory Skills and to encourage the development of his Abstracting, Mediating, and Response Skills--especially Verbal Response Skills.

This unit is intended to be a "skeletal" guide for the teacher. Where possible, blank areas have been left for the teacher to write in her own activities and skills to be developed. By paying careful attention to sections II, III, and V, the teacher should be able to develop additional or alternative activities for each unit understanding.

It is expected, as with preceding units, that this unit will need to be adapted to a particular group of children and to a particular geographic area. The content of the unit understandings should be altered so as to be appropriate for the group of children and the area.

It is suggested that two weeks be devoted to this unit. You will need to adjust the length of time according to the interest, attention span, and skill level of your children. The unit understandings and basic skills are ordered from the most simple to the most complex so that the unit can be terminated at any point where the content or skill development become too complex or abstract for the children to grasp. Instructional materials, commercial or teacher-made, should be adapted for your particular group of children emphasizing concrete first-hand experiences insofar as possible.

II. Concepts and Understandings

A. Spring is the time of year after the cold winter, when the weather begins to get warm, plants grow, and people and animals are more active.

B. In the spring, the weather gets warmer.

1. During the day, the air outside is warm.

2. During the night, the air outside is cool.

3. There are many rainy days in the spring.

4. There are many windy days in the spring.

5. In spring, the snow and ice of winter melt away.

C. In the spring, the days get longer and the nights get shorter.

1. It is light longer in the evening.

2. It is light earlier in the morning.

D. In the spring, we see many changes in plants.

1. The buds on the branches of trees and bushes develop into tiny new leaves.

a. The new leaves are a yellow-green color, often called chartreuse.

b. The leaves grow larger and change into a darker green color.

2. The seeds which have been buried under the ground sprout into new plants as the sun and rain of spring warms and moistens the ground.

3. Many trees, bushes, and small plants develop flowers in springtime.

a. The flowers on trees are called blossoms.

(1) Some trees and bushes which have blossoms are apple, cherry, peach, plum, pear, dogwood, azalea, lilac, rose, forsythia.

(2) During the spring and summer, the flowers on some trees develop into fruit--apples, cherries, peaches, plums, pears.

b. There are many spring flowers on small plants in yards, gardens, and parks in the spring.

(1) Some plants which have flowers in springtime are crocus, daffodil, hyacinth, iris, tulip, peony, pansy, dandelion, voilet, buttercup, clover, bluet.

(2) Flowering plants sprout from different plant parts.

(a) Flowers like the hyacinth, daffodil, tulip, and crocus grow from bulbs.

(b) Flowers like dandelion, bluet, buttercup, violet, pansy, and clover usually grow from roots, but sometimes from seeds.

4. In the spring, the grass sprouts green leaves from the roots and stems which have been alive under the ground all winter.

5. Some garden plants grow very quickly in the spring and are harvested for food--lettuce, onions.

E. People have special spring activities.

1. Children begin to play outside more--roller skating, playing hopscotch, jumping rope, riding bicycles, playing in parks and on playgrounds.

2. Many children have fun flying kites during windy spring weather.

3. People remove the storm doors and windows which were put on their houses in the autumn.

4. Children and teen-agers enjoy playing baseball.

5. People begin to mow the grass in their yards.

6. Many people plant vegetable or flower gardens around their houses.

7. Some people enjoy walking in the woods and picnicking in the spring.

8. Farmers put their cows, horses, sheep, and goats out in the pastures to feed on the new green grasses.

9. People celebrate special spring holidays such as Passover, Easter, and May Day.

F. People wear special clothing in the spring.

1. People wear jackets and sweaters rather than heavy winter coats.

2. People wear clothing made of lightweight materials, such as cotton and rayon, because the air is warmer than in the winter.

3. In the spring, some people like to wear clothing made of soft pastel colors like spring flowers and new leaves--yellow, light blue, aqua, light green, chartreuse, beige, cream, lavendar, pink.

4. In the spring, some people like to wear clothing which has pretty designs or patterns--stripes, checks, polka dots, and floral prints.

G. In the spring, we see many changes in animals.

1. Pets make changes in the spring.

a. Pets begin to spend more time outside in the warm spring air.

b. Dogs and cats shed their thick coats of hair and fur which they grew in the autumn for protection during the cold winter weather.

2. Farm animals change in the springtime.

a. All farm animals spend more time outside the barn in pastures, pens, and yards.

b. Farm animals eat plants growing in the barnyard.

c. The farmer shears the wool coats off his sheep.

d. Many baby farm animals are born in the spring--calves, lambs, pigs, foals, kids, chicks, poults, ducklings, goslings.

3. Forest animals make changes in spring.

a. The animals which have been hibernating all winter wake up and come out of their homes to look for food.

b. Birds which migrated to warm places for the winter return to the forests and cities.

c. The forest mammals shed their thick coats of hair or fur because they are not needed during the warm spring and hot summer.

d. Many forest animals build or find new homes in the spring.

e. Many baby forest animals are born in the springtime.

H. In the spring, we see many insects and spiders.

1. Insects and spiders are small animals that can be found in many places--under the ground or rocks, in the air or water, on plants, in buildings.

2. Some of the most common insects are bees, wasps, flies, mosquitoes, crickets, grasshoppers, cockroaches, beetles, butterflies, moths, ants, ladybugs, fireflies.

3. Insects have certain characteristics.

a. Insects have three body parts--head, chest, abdomen.

b. Insects have six legs, one or two pairs of wings, and two antennae.

4. Spiders have certain characteristics.

a. Spiders have two body parts--head and abdomen.

b. Spiders have eight legs, four pairs.

c. Spiders do not have wings or antennae like insects have.

5. Insects and spiders hatch from eggs.

6. The body form of insects changes during their life cycles.

a. Bees and wasps hatch from eggs as wormlike grubs. The grubs make cocoons inside their nests while they change into adult insects.

b. Flies hatch from eggs as tiny wormlike maggots. The maggots form hard cases over their skin. Inside the case, they change into adult insects.

c. Grasshoppers, crickets, and cockroaches hatch from eggs looking like adult insects with no wings. They develop wings and grow larger each time they molt or change their skin.

d. Butterflies and moths hatch from eggs as caterpillars. Most caterpillars spin cocoons to live in while they change into butterflies or moths.

e. Beetles hatch from eggs as grubs. The grubs shed their skin or molt several times as they grow. After a resting time, their bodies change inside their skin into adult insects.

f. Ants hatch from eggs as tiny white wormlike creatures. They shed their skin or molt several times as they grow. During a period of rest, their bodies change inside their skin into the form of small ants.

7. Insects move about by flying, hopping, crawling, and swimming.

8. Insects protect themselves from other animals by flying or running away, stinging, playing dead, spitting, by making a scent, by having an outer coating the same color as their surroundings.

9. Insects are helpful to man because they eat decaying matter, pollinate flowers to make seeds, eat other insects, manufacture food.

10. Some insects are harmful to man because they carry diseases, damage plants, damage clothing and furniture.

III. Spring--Skills

Visual Skills

Likeness and difference skills: pictures--color, shape, size, number, external part, internal part, orientation

What's missing?
Word matching, recognition, identification
Whole-part-whole: puzzles, pasting plant parts
Patterning
Picture reading--creating stories
Map reading (with field trips)
Sign reading (common signs in environment on field trips)

Auditory Skills

Discriminating among sounds in environment (birds, etc.)
Rhythm patterning--songs, records, poems
Rhyming: 1. find rhyming pairs
2. produce words which rhyme with a given word
Initial sounds:
1. discriminate and identify words that begin with the same sound
2. produce words which begin with the same sound as a given word
Discriminate and reproduce voice intonations in dramatic play

Concept Development

Color

review: primary, secondary; black, white, tan, gray, pink, cream
stress: light and dark shades
introduce: aqua, lavendar, chartreuse, beige, turquoise, navy blue

Shape

review: circle, square, triangle, rectangle, star, moon, bell, heart, horseshoe, oval, diamond
introduce: ellipse (compare with oval), cross, diamond (kite)
review: cube, sphere, cone, cylinder
review: spots, spotted; stripes, striped; plaid
introduce: polka dots; print; checks, checked; solid
review: straight, curved, parallel, perpendicular (if appropriate)

Size

review: large, small, middle size; long, short; tall, short; wide, narrow; fat, thin
stress: comparatives with three or more objects
introduce: verbal comparisons using no objects; ruler--linear measurement

Number

review: sets 0-10; numerals 0-10 with sets; fractions: half, fourth, third; subsets
stress: some, more, most; some, less, least; full, empty
stress: cup, quart, gallon; tablespoon, teaspoon (if appropriate)

Auditory

review: loud, soft; long, short; high, low
stress: comparatives

Texture

review: all
stress: comparatives; vocabulary expansion--fuzzy, velvety, silky, fluffy (material, flowers)

Temperature (review of seasons)

review: all, thermometer
stress: comparatives

Weight

review: all (if appropriate)
stress: comparatives

Taste and Odor

review: sweet, sour, bitter, salty, spicy
stress: flavors (if appropriate)

Motion

review: all (if appropriate)
stress: fast, slow comparisons

Time

review: night, day; morning, noon, night; afternoon, evening; yesterday, today, tomorrow; this week, next week, last week; early, late
stress: days of the week; weekend, weekday; seasons--fall, winter, spring, summer; cycle of the seasons; time of day using clock, numerals 1-12

Age

review: new, dead; young, old comparisons; years of age (if appropriate)

Affective

stress: any emotions which are emphasized in stories or associated with springtime

Association Skills

Spring with characteristics--weather, plants, people, animals
All seasons with their characteristics
Temperature with clothing
Activity with clothing
Animal activity with season
Riddles
Twenty questions

Classification Skills

Clothing by season
Plant life by season
Animal activity by season
People activity by season
Mammals vs. birds vs. reptiles vs. amphibians vs. insects
Stress: classification with no pictures

Sequencing Skills (using ordinal position words)

Book events
Trip events
Seasons of the year
Days of the week
Life cycle of animals, insects, or plants
Creating original stories with logical sequence of events (group experience charts and individual stories)
Following a sequence of three directions

Critical Thinking Skills--stress

Interpreting stories and events: drawing relationships, anticipating and predicting, interpreting emotions, creating an alternative story ending, creating titles for original stories, creating an alternative title for commercial stories

Critical Thinking Skills (cont.)

Probelm-solving: mathematical, social, scientific
Absurdity games

Verbal Response Skills

Complete sentence structure
Articulation
Fluency: write stories, description contests, experience chart, experience stories, discussions, dramatizations, role play situations
Sentence structure: questions (Twenty Questions), negatives (with classification and Twenty Questions), "if-then" statements, comparatives with all basic concepts, "or" statements

Motor Response Skills

Coordination Skills

pasting, modeling, drawing, painting, paper folding, tracing or solving a maze, follow-the-dots, printing, coloring, cutting

Orientation Skills

left-to-right, top-to-bottom, front-to-back (picture reading)

IV. Sequenced Instructional Guide

UNIT UNDERSTANDING: A. Spring is the time of year after the cold winter, when the weather begins to get warm, plants grow, and people and animals are more active.

SKILLS TO BE DEVELOPED		SUGGESTED INSTRUCTIONAL ACTIVITIES
Visual		1. Introduce spring by reading a story about the spring season. Choose a book with good drawings or pictures (One Bright Monday Morning). Discuss the "signs of spring" that are in the story.
6.	Picture reading	
Concept Development		2. Show the children one or more small twigs with new leaves. Discuss the size and color of the leaves and encourage the children to predict changes in them.
2.,3.,4.	Color	
2.,4.	Size	3. Help the children figure out how to make chartreuse by mixing green, yellow, and white. Then the children can paint "spring" trees.
4.	Position	
5.,7.	Time: seasons	4. Use a bare tree model on the classroom wall. Have the children cut out little chartreuse leaves and place them on the tree. The children can give each other directions about where to place the leaves. As the leaves of real trees grow larger and darker green, change the leaves on the model tree. The second week you might use middle-sized, bright leaves. The third week you might cover the branches with large, dark green leaves. The construction paper leaves could be cut in the shape of a common tree leaf in your area such as a maple or oak. (See Appendix for further instructions on making a spring wall display).
Association		
6.,7.	Seasons with characteristics	
7.	Riddles	
Classification		5. Show a film about springtime (Spring Is an Adventure). Discuss the film with the children. Make a list of all the "signs of spring" from the film that the children can name. Have the children suggest other titles for the film.
7.	Spring vs. summer vs. autumn vs. winter	
Sequencing		
2.,4.	Cycle of leaf growth	

Critical Thinking

1.,5. Interpreting stories and events: drawing relationships, creating an alternative title

Verbal Response

1.,2.,5.,7. Fluency: discussions, descriptions, role play situations, experience chart/list

Motor Response

3.,4. Coordination: painting, cutting

TEACHER'S NOTES:

6. Read the children a book about all the seasons (Four Seasons and Five Senses, The House of Four Seasons, What Is a Season). Involve the children in picture reading as you move through the book.

7. Find a lot of pictures (magazine pictures or Teaching Pictures) which illustrate characteristics of all four seasons. Have each child select a picture, describe it, and identify it by season. As the children identify the season for each picture, sort the pictures into four groups--spring, summer, autumn, winter.

   During the spring unit, give the children many opportunities to review and further develop the understandings included in the previous seasonal units. Riddles about the different seasons could be used throughout the unit. For example: "I'm thinking of a season which is very cold and when we wear heavy coats outside. What is it?"

   Near the end of this unit, the children would probably enjoy role playing a quiz show, answering questions related to spring and the other seasons.

UNIT UNDERSTANDING: B. In the spring, the weather gets warmer.

SKILLS TO BE DEVELOPED		SUGGESTED INSTRUCTIONAL ACTIVITIES
Auditory		1. Have a general discussion about warm weather in the spring. Bring out a large thermometer and explain how it works. When it is warm, the red liquid will rise and when it is cold, the red liquid will fall. The numerals on the thermometer help us read the temperature. If necessary, review how the thermometer reacts to temperature change by using a bowl of hot water and a bowl of cold water. Place a small thermometer in cold water first and mark where the red line stops. Then place the thermometer in the hot water and watch the red line rise. Ask the children why the line went up. This experiment can be repeated by the children. Make a thermometer and a daily weather chart. Each day have a child play the weather reporter. (See Appendix for precedures.)
3.,4.	Rhythm patterning	
3.	Rhyming	
Concept Development		
1.	Temperature	
4.	Color	
4.	Taste	
Association		
1.	Spring with characteristics	
2.	Clothing with weather and season	2. Use Sally the Weathergirl and clothing appropriate for rainy spring weather. Identify different kinds of rainy weather clothing. Discuss how we have a lot of rain in the springtime and why it is good that it rains so much (washes away dirty snow, helps plants grow, etc.). (See Appendix for models of Sally and her clothes.)
Verbal Response		
1.,2.,5.,6.	Fluency: discussions	
Motor Response		
4.	Coordination: cutting, pasting, drawing	3. Teach the children a poem about rain ("My Funny Umbrella"). Have the children identify the rhyming words. Review rhyming skills by displaying a picture of a hat and having the children name words that rhyme with hat. Write all the words they name in a straight column. Have the children point to the letters that are the same in each word. Underline the letters.
Critical Thinking		
5.	Problem solving: scientific	

TEACHER'S NOTES:

4. On a rainy spring day, teach the children the song, "If All the Raindrops." You can make a gumdrop tree for your classroom by anchoring a bare branch in a can of sand. Cover the twigs with different colored and flavored gumdrops. Give each child a turn to select a gumdrop, identify its color, taste it, and identify its flavor as spicy or as a particular fruit flavor (orange, lemon, cherry, lime, grape). The children would probably enjoy making a gumdrop tree to take home. Give each child scissors, paste, white construction paper, and a brown or black crayon to draw the trunk and branches. A box of construction paper scraps of all colors, including pastels, could be shared by a group of children. Ask the children to identify the colors and flavors of their gumdrops as they cut them for their trees.

5. Observe outside on a windy day and discuss what the wind is doing to your clothes, your hair, leaves, etc. Help the children figure out what "wind" is (air in motion). Pinwheels, balloons, gliders, and kites can be used to demonstrate the effects of air in motion.

6. Show a film about wind (Blow Wind Blow) or read a book and discuss the effects of wind on people and on the environment.

UNIT UNDERSTANDING: C. In the spring, the days get longer and the nights get shorter.

SKILLS TO BE DEVELOPED	SUGGESTED INSTRUCTIONAL ACTIVITIES
Visual 1. Likeness and difference **Concept Development** 1.,2. Time: night, day; early, late **Classification** 1. Nighttime vs. daytime activities **Verbal Response** 1.,2. Fluency: discussions	1. Using pictures and study prints, discuss night and day. Find pictures of people doing various activities and have the children classify the pictures according to whether they depict nighttime activities, daytime activities, or both. 2. Discuss with the children how the days get longer and the nights shorter in the spring. Use concrete experiences, such as the amount of daylight at mealtimes, as reference points. TEACHER'S NOTES:

TEACHER'S NOTES:

UNIT UNDERSTANDING: D. In the spring, we see many changes in plants.

SKILLS TO BE DEVELOPED		SUGGESTED INSTRUCTIONAL ACTIVITIES
Visual		1. To introduce the concept that plants go through certain changes in the spring, show the children several kinds of twigs with buds on them, beginning leaves, and beginning blossoms. These twigs can be put in water and the changes observed daily. Pictures and charts of plants growing can also be used. Then take a walk and have the children look for changes taking place in the plants in their own schoolyard or surrounding area. Call their attention to the grass, wild flowers, new leaves, and blossoms.
1.,4.	Likeness and difference	
6.,8.	Whole-part-whole	
Concept Development		
8.	Number sets	
Classification		
7.	Plants vs. nonplants	
Sequencing		
1.,2.,3.,4.	Cycle of plant growth	2. Discuss the essentials that plants need to grow. Have the children plant some seeds in dirt-filled containers in the classroom and discuss and observe their growth. A mini-orchard can be started by placing fruit seeds between two layers of moist paper towels. In three to four weeks, sprouts will appear. Then put the plants in dirt and make sure they get enough water and sunshine. Grass seeds can be sprouted in a wet sponge. A sweet potato vine can be started by placing a medium-sized sweet potato in a jar of water using tooth picks to prop it up.
Critical Thinking		
1.	Problem solving: scientific	
Verbal Response		
2.,3.,4.,5.	Fluency: discussions, descriptions	3. Discuss the growth cycle of plants. Make a chart of the following six stages using pictures pasted on individual pieces of tagboard: a) seed, b) seed and root, c) seed and root and stem, d) seed and root and stem and leaves and bud, e) seed and root and stem and leaves and flower, f) a wilted and dead plant. Have the children arrange the pictures in the proper sequence.
7.	Sentence structure	
Motor Response		
6.,8.	Coordination: pasting	

TEACHER'S NOTES:

4. Show a film about the growth cycle of plants (Let's Watch Plants Grow). Have the children discuss and sequence what they saw in the film.

5. Take a trip to a greenhouse and let the children observe and describe the conditions under which the plants are growing. Later, a trip to the florist could demonstrate how some plants are used.

6. Review the parts of a plant. Give each child the construction paper parts of a flower. Have him assemble and paste the parts into a whole flower.

7. Play a classification game with plants and things which are not plants. Help the children use complete sentences by using the following statements in the game: "This is a plant." or "No, that's not a plant; it is a _____."

8. Play a set recognition and identification game with construction paper flower petals. Using a real die or a cube with sets of 1-6 dots on the faces, the children can take turns rolling the die, identifying the set of dots and getting the same number of flower petals. At the end of the activity (or later) the children can paste the petals around circular centers to make flowers.

UNIT UNDERSTANDING: E. People have special spring activities.

SKILLS TO BE DEVELOPED		SUGGESTED INSTRUCTIONAL ACTIVITIES
Visual		1. Using study prints and pictures, discuss the kinds of things people can do in the spring. Have the children figure out why certain activities are appropriate in the spring but not in the winter. Later, have the children classify activities according to whether or not they are spring activities.
2.	Likeness and difference	
4.	Whole-part-whole	
4.	Patterning	
Association		2. Take the children on a walk and/or a picnic. Have them look for signs of spring. Write an experience chart about the walk or picnic and try to get the children to sequence their story.
1.	Seasons with activities	
5.,6.	Seeds with plants	3. Review windy weather in the spring. Assemble a kite and involve the children in making a tail. Demonstrate and explain how a kite works. Discuss why spring is a good time for kite flying. Help the children fly the kite.
Classification		
1.	Spring vs. nonspring activities	4. Have the children do a whole-part-whole pasting activity of a kite. They can pattern the pieces for a tail.
Sequencing		
2.	Experience charts	5. Plant a vegetable garden. Involve the children in the various steps of preparing the soil and planting the seeds. Pictures of the crops planted can be attached to sticks and used to mark the rows. This garden can be the focus of many activities throughout this unit as well as in later units.
5.,6.,7.	Cycle of plant growth	
5.	Stages in gardening	6. Make a seed chart using the kinds of seeds you planted in the garden. Associate each kind of seed with the picture of the full grown plant or crop.
Critical Thinking		
3.	Problem solving: scientific	

Verbal Response

1.,2.,3.,7. Fluency: discussions, experience chart

Motor Response

4. Coordination: pasting

TEACHER'S NOTES:

7. Plant some flower seeds either in a garden or in dirt-filled containers in the classroom. Have the children discuss and observe their growth.

UNIT UNDERSTANDING: F. People wear special clothing in the spring.

SKILLS TO BE DEVELOPED		SUGGESTED INSTRUCTIONAL ACTIVITIES
Concept Development		1. Introduce spring clothing by discussing the children's clothes. Make up a story about a child who is going on a trip. Bring two suitcases--one containing lightweight clothing and one containing heavy clothing. Have the children describe each article, and then choose the appropriate bag of clothes for the springtime.
1.,2.	Weight	
3.,4.	Color	
5.	Shape: design patterns	
Association		2. Do a classification activity of lightweight vs. heavy clothing using magazine pictures or PLDK clothing cards.
1.,2.	Clothing with weather	
Classification		3. Paint different flowers on the easel using pastel colors, such as aqua, beige, pink, light blue, and chartreuse. Show the children how to mix white with brown, red, and blue and make their own pastel colors. Have the children easel paint with these colors.
2.	Lightweight vs. heavy clothing	
Sequencing		4. Have the children paste a shape collage and/or a spring scene using pastel colors.
5.	Following a sequence of three directions	
Verbal Response		5. Use Sally the Weathergirl to introduce patterns of clothing worn in the spring. You may want to have prints (floral), solids (light colors), polka dots, checks, and stripes. Dress Sally in each pattern and label it. Have each child follow a sequence of three directions in dressing Sally. (See Appendix.)
1.	Fluency: discussions	
Motor Response		TEACHER'S NOTES:
3.,4.	Coordination: painting, pasting	

TEACHER'S NOTES:

UNIT UNDERSTANDING: G. In the spring, we see many changes in animals.

SKILLS TO BE DEVELOPED		SUGGESTED INSTRUCTIONAL ACTIVITIES
Auditory		1. To introduce the many changes animals experience in the spring, discuss pets with the children. Have them name their own pets. Then talk about how pets stay warm in the winter by growing a thick coat of hair or fur. Use pictures and demonstrations wherever possible to show how pets shed their hair or fur in the spring.
3.,7.	Rhythm patterning	
Concept Development		2. Use models of farm animals and discuss how and where they live in the winter. Have the children think of some things the animals might do now that it is warmer. Discuss what farm animals eat in the spring.
6.	Size comparisons	
8.	Number: set recognition, story problems	3. Show a picture of a sheep being sheared. Discuss how the wool is used. Have several woolen articles of clothing to show the children. Point out that people wear wool clothing in cool weather just as the sheep wears his wooly coat in the winter, but not in the spring. Sing "Baa, Baa, Black Sheep" and talk about what the words of the song mean.
Association		
3.	Clothing with season	
4.	Baby farm animals with their parents	4. Review farm animals and their babies. Mention that many animals have babies that are born in the spring. Name some animals and ask the children to give the name for their babies. Play a Riddle Game with the children. Make up riddles like this: "I am a baby animal that is very little. I am usually yellow, black, or white. I have two webbed feet and can swim in the water. Who am I?" Duckling
4.,6.	Riddles	
Sequencing		
5.	Follows sequence of events in action story	
Verbal Response		
7.	Articulation	
1.,2., 3.,5.,7.	Fluency: discussions	

TEACHER'S NOTES:

5. Using pictures of forest animals that have fur, review how they grow thick coats for the cold weather. Explain that they shed their thick coats when the weather gets warmer. Talk about how bears come out of hibernation in the spring, then go on a "Bear Hunt." (See Appendix.)

6. Using farm and forest animals, play an "I'm thinking of" game where size concepts are emphasized. "I'm thinking of an animal that lives in the woods that is bigger than me." Bear "I'm thinking of an animal that does not live in the woods and is smaller than a bear." Sheep

7. Discuss birds by recalling what they do in the winter, how they get their food, etc. Then read the poem "Bird's Nest." Have a real bird's nest for the children to examine and discuss.

8. Do a set recognition review with flannel cut-outs of birds. Have the children solve some story problems. For example: "Five blue birds were sitting in a tree. One flew away. How many were left?"

UNIT UNDERSTANDING: H. In the spring, we see many insects and spiders.

SKILLS TO BE DEVELOPED		SUGGESTED INSTRUCTIONAL ACTIVITIES
Visual		1. Introduce insects and spiders using real or model ones and pictures. Have the children observe and examine them and discuss the characteristics of each as well as their likenesses and differences. A magnifying glass could help the children examine the insects more closely.
1.,5.	Likeness and difference	
6.,7.	Whole-part-whole	
Concept Development		2. Discuss with the children where spiders and insects live. Show them bee hives, wasp nests, etc. Take a walk and look for spiders and insects and their homes. Use magnifying glasses to look under the bark on rotten logs.
7.	Shapes: basic	
8.	Motion: insect and spider movements	
Association		3. Discuss the life cycle of insects. Use pictures of the stages in the life of a butterfly to get across the sequence. Have a paste and paper activity where the children paste the stages of the life of a butterfly in the proper order. (See Appendix.)
2.	Spider or insect with home	
10.	Quiz games	
Classification		4. Discuss how ants and bees live in communities. If possible, have an ant colony and/or bee hive for the children to observe and examine.
9.	Helpful vs. harmful insects	
Sequencing		5. Make a terrarium and have the children collect insects and spiders to put in it and observe.
3.	Life cycle of insects, butterflies	
Verbal Response		6. Do a whole-part-whole pasting activity of a butterfly. (See Appendix.)
1.,2.,4.,9.	Fluency: discussions	
10.	Sentence structure	7. Have the children paste together grasshoppers, using basic shapes for the body parts.
10.	Quiz games	8. Have the children role play different insects and spiders emphasizing their motions.

Motor Response

3.,6.,7. Coordination: pasting

TEACHER'S NOTES:

9. Discuss how insects and spiders are helpful and/or harmful. Use demonstrations where possible; e.g., garden plants which insects have eaten. If you started a garden, identify the spiders and insects you find in it according to whether they are helpful or harmful.

10. Have a guessing game using the insects and spiders you have studied. Have the children take turns drawing a picture of a spider or insect out of a bag and describing it. The other children can put the clues together to figure out what spider or insect is being described.

V. Instructional Materials

BOOKS		SOURCE
About Four Seasons and Five Senses	Radlauer, R. S.	Melmont Publishers, Inc., 1960
Adventures of a Squirrel	Ertel, J.	Encyclopedia Britannica Press, 1962 (True-To-Life)
All Kinds of Babies	Selsam, M. E.	Scholastic Book Services, 1953
Animal ABC	Williams, G.	Golden Press, 1954 (Big Golden)
Animal Babies	Elwart, J. P.	Whitman Co., 1966 (Small World Library)
Animal Friends	Werner, J.	Golden Press, 1953 (Little Golden)
Animals at My Doorstep	Hoover, H.	Parents' Magazine Press, 1966
Animals Do the Strangest Things	Hornblow, L., & Hornblow, A.	Random House, Inc., 1964 (Step-Up)
The Baby Animal Book	Daves, D.	Golden Press, 1964 (Golden Shape)
Baby Farm Animals	Williams, G.	Golden Press, 1958 (Little Golden)
Backyard Flowers	Hathaway, P.	Rutledge Books, Inc., 1965 (Beginning Knowledge)
Backyard Trees	Rush, H.	Rutledge Books, Inc., 1964 (Beginning Knowledge)
Bambi	Walt Disney Studio (Ill.)	Golden Press, 1941 (Little Golden)
The Bambi Book	Crawford, M.	Golden Press, 1966 (Golden Shape)
Bartholomew the Beaver	Dixon, R.	Rand McNally & Co., 1952 (Tip-Top Elf)

BOOKS		SOURCE
Bees and Wasps	Heavilin, J.	Rutledge Books, Inc., 1964 (Beginning Knowledge)
Best Word Book Ever	Scarry, R.	Golden Press, 1963 (Giant Golden)
The Biggest Bear	Ward, L.	Scholastic Book Services, 1952
Bird Nests	Shackelford, N., & Burke, G. E.	Golden Press, 1962 (Read-It-Yourself)
Birds Do the Strangest Things	Hornblow, L., & Hornblow, A.	Random House, 1965 (Step-Up)
Blink the Patchwork Bunny	Howard, M. V.	T. S. Dennison & Co., Inc., 1959
The Bug Book	Dugan, W.	Golden Press, 1965 (Golden Shape)
The Bunny Who Found Easter	Zolotow, C.	Parnassus Press, 1959
Butterflies	Sammis, K.	Rutledge Books, Inc., 1965 (Beginning Knowledge)
Childcraft Volume 1 - Poems and Fables Volume 3 - World and Space Volume 4 - Life Around Us		Field Enterprises Educational Corp., 1966
City Springtime	Kay, H.	Hastings House, 1951
Country Noisy Book	Brown, M. W.	Harper & Row, 1940
The Easter Bunny That Overslept	Friedrich, P., & Friedrich, O.	Lothrop, Lee & Shepard Co., 1957
Fast Is Not a Ladybug	Schlein, M.	William R. Scott, Inc., 1953

BOOKS		SOURCE
Fawn Baby	Bond, G. B.	Whitman Publishing Co., 1966 (Big Tell-A-Tale)
Fluffy and the Flyaway Fly	Carlson, V. F.	Whitman Publishing Co., 1966 (Big Tell-A-Tale)
A Fly Went By	McClintoch, M.	Random House, Inc., 1958 (Beginner)
Forest Babies	Parrish, J. J.	Rand McNally & Co., 1949
The Fuzzy Duckling	Werner, J.	Golden Press, 1949 (Little Golden)
Gertie the Duck	Georgiady, P., & Ramano, L. G.	Follett Publishing Co., 1959 (Beginning-To-Read)
The Golden Egg Book	Brown, M. W.	Golden Press, 1962 (Little Golden)
Good Morning, Farm	Wright, B. R.	Whitman Publishing Co., 1964 (Giant Tell-A-Tale)
The Great Big Animal Book	Rojankovsky, F. (Ill.)	Golden Press, 1950 (Big Golden)
The Happy Egg	Krauss, R.	Scholastic Book Services, 1967
Home for a Bunny	Brown, M. W.	Golden Press, 1961 (Little Golden)
The House of Four Seasons	Duvoisin, R.	Lothrop, Lee & Shepard Co., 1966
How a Seed Grows	Jordan, H. J.	Thomas Crowell Co., 1960 (Let's-Read-and-Find-Out)
I Am a Bunny	Risom, O.	Golden Press, 1963 (Happy Book)
I Am a Mouse	Risom, O.	Golden Press, 1964 (Happy Book)

BOOKS		SOURCE
I Like Weather	Fisher, A.	Thomas Y. Crowell Co., 1963
I See the Winds	Mizumura, K.	Thomas Y. Crowell Co., 1966
It's Nesting Time	Gans, R.	Thomas Crowell, 1964 (Let's-Read-and-Find-Out)
Johnny Appleseed	Russell, S. P.	Whitman Publishing Co., 1967 (Tell-A-Tale)
Johnny Maple-Leaf	Tresselt, A.	Lothrop, Lee & Shepard Co., Inc., 1948
Let's Find Out About Heat, Weather and Air	Schneider, H., & Schneider, N.	William R. Scott, Inc., 1946
Let's Find Out About Spring	Shapp, M., & Shapp, C.	Franklin Watts, Inc., 1963 (Let's Find Out Books)
Little Cottontail	Memling, C.	Golden Press, 1960 (Little Golden)
Little People of the Night	Bannon, L.	Houghton Mifflin Co., 1963
Little Raccoon and the Outside World	Moore, L.	Scholastic Book Services, 1965
Make Way for Ducklings	McCloskey, R.	Scholastic Book Services, 1941
Mammals	Meeks, E. K.	Follett Co., 1965
Mother West Wind's Animal Friends	Burgess, T. W.	Grosset & Dunlap, 1912
My Time of Year	Dow, K.	Henry Z. Walck, 1961
Nature--An Introduction to Our World	Refoy, M.	Whitman Publishing Co., 1964

BOOKS		SOURCE
One Bright Monday Morning	Baum, A., & Baum, J.	Random House, 1962
Over in the Meadow	Langstaff, J.	Harcourt, Brace, & World, Inc., 1957
A Pocketful of Seasons	Foster, D. V. L.	Lothrop, Lee & Shepard Co., Inc., 1961
Pussy Willow	Brown, M. W.	Golden Press, 1951 (Little Golden)
The Question and Answer Book of Nature	Saunders, J. R.	Random House, 1962
Rain	Parsons, V.	Doubleday & Co., 1961
The Rand McNally Book of Favorite Nature Stories	Leaf, A. S. (Ill.)	Rand McNally & Co., 1956
Really Spring	.ion, G.	Harper & Brothers, Publishers, 1956
Seeds and More Seeds	Selsam, M. E.	Harper & Row, 1959
Seeds By Wind and Water	Jordan, H. J.	Thomas Y. Crowell Co., 1962 (Let's-Read-and-Find-Out)
See How It Grows	Walters, M.	Wonder Books, 1954
Smokey the Bear	Werner, J.	Golden Press, 1955 (Little Golden)
Snakes	Lowndes, M.	Rutledge Books, Inc., 1965 (Beginning Knowledge)
So This Is Spring!	Fritz, J.	Wonder Books, 1954
Springfellow's Parade	Krauss, R.	Harper & Row, 1965

BOOKS		SOURCE
Spring Is Here	Parker, B. M.	Row, Peterson, & Co., 1948 (Basic Science Education Series)
Stop It, Moppit	Ross, G.	Whittesey House, McGraw-Hill Book Co., Inc., 1959
The Storm Book	Zolotow, C.	Harper & Row, 1952
A Surprise for Mrs. Bunny	Steiner, C.	Wonder Books, 1945 (out of print)
Ten Little Animals	Memling, C.	Golden Press, 1961 (Little Golden)
Tim Tadpole and the Great Bullfrog	Flack, M.	Doubleday & Co., 1934
A Tree Is a Plant	Bulla, C. R.	Thomas Crowell Co., 1960 (Let's-Read-and-Find-Out)
A Tree Is Nice	Udry, J. M.	Harper & Row, 1956
The True Book of Cloth	Nighbert, E.	Childrens Press, 1955
The True Book of Seasons	Podendorf, I.	Childrens Press, 1955
Turtles	Ivins, A.	Rutledge Books, Inc., 1965 (Beginning Knowledge)
What Is a Frog?	Darby, G.	Scholastic Book Service, 1957
Whatever Happens to Baby Horses?	Hall, B.	Golden Press, 1965 (Big Golden)
What Is a Season	Darby, G.	Benefic Press, 1960
What's Your Name?	Gay, Z.	E. M. Hale & Co., 1962
The When's That Book	Walliser, B.	Grosset & Dunlap, 1964 (Rutledge Books, Inc.)

BOOKS		SOURCE
When the Wind Stops	Zolotow, C.	E. M. Hale & Co., 1965
Where Does the Butterfly Go When It Rains	Garelick, M.	Scholastic Book Service, 1961
Where Do You Live?	Evans, E. K.	Golden Press, 1960 (Read-It-Yourself)
Wild Animal Babies	Daly, K. N.	Golden Press, 1958 (Little Silver)
Windy and the Willow Whistle	Hurd, E. T.	E. M. Hale & Co., 1962
The World of Animals	Holmes, M.	Whitman Publishing Co., 1963
The Year Goes Round	Vasiliu, M.	The John Day Co., 1964
A Year Is a Window	Jackson, R.	Doubleday & Co., 1963

FILMS	SOURCE
Blow Wind, Blow (11 min., color)	Coronet Films
How Plants Help Us (11 min., b/w)	Coronet Films
How Weather Helps Us (11 min., b/w)	Coronet Films
Let's Watch Plants Grow (11 min., b/w)	Coronet Films
Mr. and Mrs. Robin's Family (11 min., b/w)	Coronet Films
Seasons of the Year (11 min., b/w)	Coronet Films
Spring Is an Adventure (11 min., b/w)	Coronet Films

FILMS	SOURCE
Tad, the Frog (11 min., b/w)	Coronet Films
Weather for Beginners (11 min., b/w)	Coronet Films

RECORDS	SOURCE
Concept Records: Volume I (12" L. P.)	Concept Records
Seasons (song)	
The Rainy Day Record (12" L. P.)	Bowmar Records
Rhythms of Nature (12" L. P.)	Bowmar Records
The Bear Who Saw Spring (story)	

SONGS		SOURCE
50 Songs for Children	Graham, M. N. (Ed.)	Whitman Publishing Co., 1964
Spring's Arrival (p. 27)		
The Fireside Book of Children's Songs	Winn, M., & Miller, A. (Eds.)	Simon and Schuster, 1966
Eency Weency Spider (p. 92)		
If All the Raindrops (p. 140)		
Over in the Meadow (p. 70)		
Raindrops (p. 36)		

SONGS		SOURCE
Music Round About Us	Heller, R. (Ed.)	Follett Publishing Co., 1964
Coloring Easter Eggs (p. 206)		
The Gardener (p. 235)		
Honey Bees and Bumble Bees (p. 209)		
In the Springtime (p. 203)		
It's Raining (p. 156)		
Making a Garden (p. 194)		
Song of the Cricket (p. 22)		
Spring Is Coming (p. 193)		
When I Swing (p. 204)		
Music Round the Clock	Krone, M. T. (Ed.)	Follett Publishing Co., 1963
The Gardener (p. 18)		
Song of the Seasons (p. 68)		
Spring Is Here (p. 81)		
Music Round the Town	Krone, M. T. (Ed.)	Follett Publishing Co., 1963
Over in the Meadow (p. 104)		
Picnic in the Park (p. 39)		
The Swing (p. 44)		

SONGS		SOURCE
Song Flannel Board Packet-- Seasons and Weather (No. A1525)		David C. Cook Publishing Co.
It's Cloudy Today		
My Kite		
Rainy Weather		
Sunny Day Song		

POEMS, FINGERPLAYS, AND ACTION VERSES		SOURCE
Poems and Verses About Animals	Bissett, D. J. (Ed.)	Chandler Publishing Co., 1967
The Robin (p. 51)		
Poems and Verses About the City	Bissett, D. J. (Ed.)	Chandler Publishing Co., 1968
City Rain (p. 41)		
Is Only Known (p. 41)		
Rain in the City (p. 41)		
Poems and Verses to Begin On	Bissett, D. J. (Ed.)	Chandler Publishing Co., 1967
Every Time I Climb a Tree (p. 52)		
It Is Raining (p. 42)		
Kite Days (p. 54)		
My Kite (p. 55)		

POEMS, FINGERPLAYS, AND ACTION VERSES		SOURCE
Poems and Verses to Begin On (cont.)	Bissett, D. J. (Ed.)	Chandler Publishing Co., 1967
Rain (p. 43)		
Sliding (p. 49)		
The Swing (p. 46)		
Read-Together Poems	Brown, H. A., & Heltman, H. J. (Eds.)	Harper & Row Publishers, 1961
Bird's Nest (p. 61)		
Crickets (p. 62)		
The Dandelion (p. 97)		
Fireflies (p. 66)		
Little Bug (p. 63)		
The Little Turtle (p. 88)		
My Funny Umbrella (p. 42)		
My Kite (p. 44)		
Raining (p. 105)		
The Secret (p. 139)		
Rhymes for Fingers and Flannelboards	Scott, L. B., & Thompson, J. J. (Eds.)	Webster Publishing Co., 1960
Five Little Robins (p. 95)		
The Flower (p. 126)		

POEMS, FINGERPLAYS, AND ACTION VERSES		SOURCE
Rhymes for Fingers and Flannelboards (cont.)	Scott, L. B., & Thompson, J. J. (Eds.)	Webster Publishing Co., 1960
I Am a Little Toad (p. 93)		
Making Kites (p. 124)		
Purple Violets (p. 127)		
The Rain (p. 125)		
Raindrops (p. 125)		
Ten Little Grasshoppers (p. 90)		
The Wind (p. 125)		
Yellow Daffodil (p. 126)		

CHARTS AND STUDY PRINTS	SOURCE
Food Models in Full Color (No. FB12)	National Dairy Council
Language - Kit A	Ginn & Co.
Picture Card from Unit 9--	
Poems for Listening (The Swing)	
Magazine pictures	

CHARTS AND STUDY PRINTS	SOURCE
Peabody Language Development Kit Level #1 Stimulus Cards	American Guidance Service, Inc.
Activity Cards	
Animal Cards	
Clothing Cards	
Food Cards	
Fruit and Vegetable Cards	
Primary Science Concept Charts	F. A. Owen Publishing Co.
Air and Weather	
Animals (No. 665)	
Plants (No. 661)	
Teaching Pictures	David C. Cook Publishing Co.
Science Themes No. 1 (A891)	
Science Themes No. 2 (A1556)	
Seasons (No. A865)	
Seeds and Plants (No. A1558)	

FLANNEL AND MAGNETIC BOARD SETS	SOURCE
DARCEE Flannel Board Sets	
Sally the Weather girl	(see Appendix)
David C. Cook Flannelgraph Set	David C. Cook Publishing Co.
Science Studies (No. A848)	
Instructo Flannel Board Aids	Instructo Corp.
Holiday Cut-Outs (No. 25)	
Plants and Food (No. 262)	
Primary Cut-Outs (No. 10)	
Seasons (No. 286)	
Study of Plant Growth (No. 260)	
We Dress for the Weather (No. 285)	
Instructo Magnetic Board Aids	Instructo Corp.
Magnetic Plant Growth (No. 573)	
Magnetic Seasons (No. 577)	
Milton Bradley Flannel Board Aids	Milton Bradley Co.
Plant Growth (No. 7833)	
Seasons (No. 7832)	

ACTIVITY KITS AND INSTRUCTIONAL GAMES	SOURCE
Cootie (No. 200)	Schaper
Instructo Activity Kits	Instructo Corp.
Seasons--Spring and Summer (No. 1051)	

PUZZLES AND SEQUENCE BOARDS	SOURCE
Judy Puzzles	The Judy Co.
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Frog (No. 52, 12 pcs.)	
Rabbit (No. 7, 19 pcs.)	
Squirrel (No. 6, 15 pcs.)	
Judy See-Quees	The Judy Co.
Apple Tree (No. Q68, 6 frames)	
Butterfly (No. Q65, 6 frames)	
Chicks (No. Q69, 6 frames)	
Flower (No. Q61, 6 frames)	
Frog (No. Q64, 6 frames)	
Seasons (No. Q58, 4 frames)	
Sliding (No. Q57, 4 frames)	

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The Butterfly (No. 135-5, 15 pcs.)	
Flowering Plant (No. 135-3, 11 pcs.)	
The Life Cycle of a Frog (No. 135-6, 14 pcs.)	
Spring Planting (No. 275-42, 7 pcs.)	
Sifo Puzzles	Sifo Co.
Frog (No. 18T4, 12 pcs.)	
Straus Senior Activity Puzzles	Creative Playthings, Inc.
Playground (No. T507, 30 pcs.)	

DEMONSTRATION MATERIALS	SOURCE
Giant Stand Magnifier (No. A5374)	Creative Playthings, Inc.
Giant Working Thermometer (No. A5266)	Creative Playthings, Inc.
Hoe	
Rake	
Seeds	
Shovel	

DEMONSTRATION MATERIALS	SOURCE
Trowel	
Watering Can	

LIQUID DUPLICATORS	SOURCE
Living Things--Level 2	Continental Press, Inc.
Science Observations--Level 2	Continental Press, Inc.

DEMONSTRATION MATERIALS AND EQUIPMENT

Activities

A-2	Twigs
A-7	Magazine pictures
B-1	Large and small thermometers, bowls of hot and cold water
B-2	Flannel board
B-4	Bare branch, can of sand, different colors and flavors of gumdrops
B-5	Pinwheels, balloons, gliders, and kites
D-1	Twigs with buds, jars of water
D-2	Seeds, dirt-filled containers, fruit seeds, moist paper towels, grass seeds, sponge, sweet potato, jar, toothpicks

DEMONSTRATION MATERIALS AND EQUIPMENT

Activities

D-4	Film projector
E-3	Kite, rags for tail
E-5	Vegetable seeds, gardening equipment
E-7	Flower seeds, dirt-filled containers
F-1	Two suitcases of clothes: heavyweight and lightweight
F-5	Flannel board
G-2	Farm animal models
G-3	Woolen articles of clothing
G-7	Bird's nest
G-8	Flannel board
H-1	Real or model insects and spiders, magnifying glass
H-2	Bee hives, wasp nests, magnifying glass
H-4	Ant colony, bee hive
H-5	Terrarium
H-9	Insect-eaten plants

TEACHER-MADE MATERIALS		SOURCE
Activities		
A-4	Tree model and leaves, Bulletin board and wall display	(see Appendix)
B-1	Thermometer, daily weather chart	(see Appendix)
B-2	Sally the Weathergirl	(see Appendix)
D-3	Stages of plant growth chart	
D-8	Cube dice	
E-6	Seed chart	
F-5	Sally the Weathergirl	(see Appendix)
H-3,6	Pictures of butterfly stages	(see Appendix)

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Society for Visual Education, Inc.
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VI. Appendix

The drawings on the following pages are suggested aids in developing the concepts, understandings, and skills related to this unit. They may be used in a variety of ways.

The Spring Scene

The first scene is the spring scene which could be helpful in making your bulletin board or wall display. Just as the concepts, activities, and skills are sequenced from the concrete to the abstract, so can the bulletin board be sequenced. When you begin your unit, put up the simplest possible wall display: Sky, grass, trees, sidewalks, hills, bushes, flowers. As you progress through the unit, add new things to your display until the scene is complete.

This bulletin board can be adapted to your locale and used in many ways throughout the unit. Some of these are:

a) for helping your group recall signs of spring they have studied,

b) for shape and color recognition and identification,

c) for reviewing and developing position concepts,

d) for What's Missing games,

e) for description and guessing games,

f) for size comparisons

g) for developing Motor Response Skills if you involve the children in making parts of the wall display.

The Patterns (of items in the wall display, the DARCEE Flannel Board Set--Sally the Weathergirl, the rabbit, and the spider and insects)

These patterns can be used in the following ways:

a) for making your wall display--they can be traced or copied onto construction paper,

b) for whole-part-whole pasting activities,

c) for tracing or copying onto stencils and making dittoes for coloring,

d) for tracing onto felt which can be cut out and used on the flannel board,

e) for tracing onto cardboard which can be cut out and used to make follow-the-dot drawings and which can be traced around onto construction paper. These cardboard silhouettes can also be used in making crayon rubs.

Helpful Hints in Making Your Bulletin Board

1. Use simple shapes.
2. Keep the scene fairly simple and uncrowded.
3. Cut or tear green paper to represent grass. Use different shades of green for trees.
4. The following techniques can be used to give perspective.

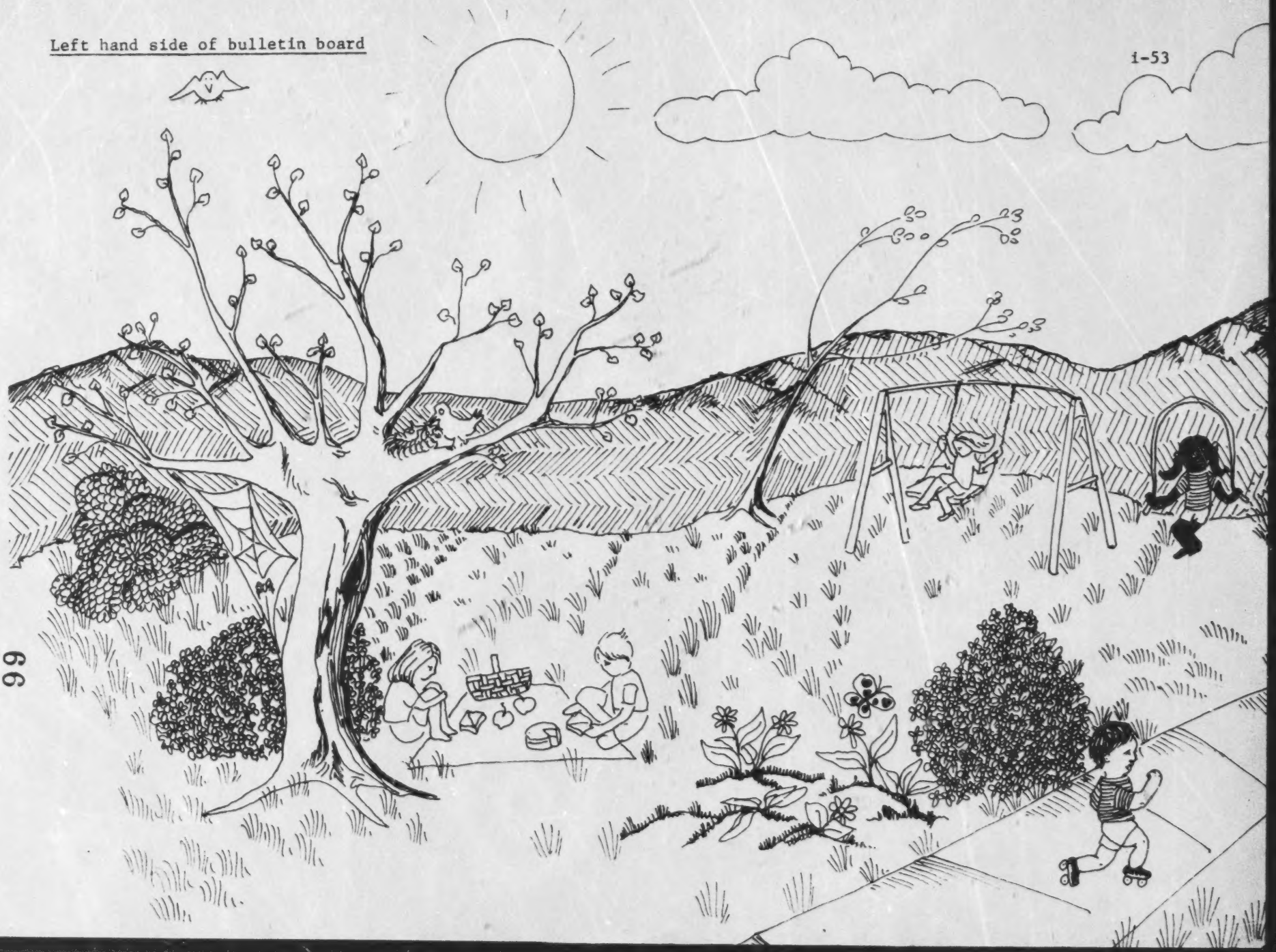
a) Put one item diagonally above the other.

b) Make one item smaller than and next the other.

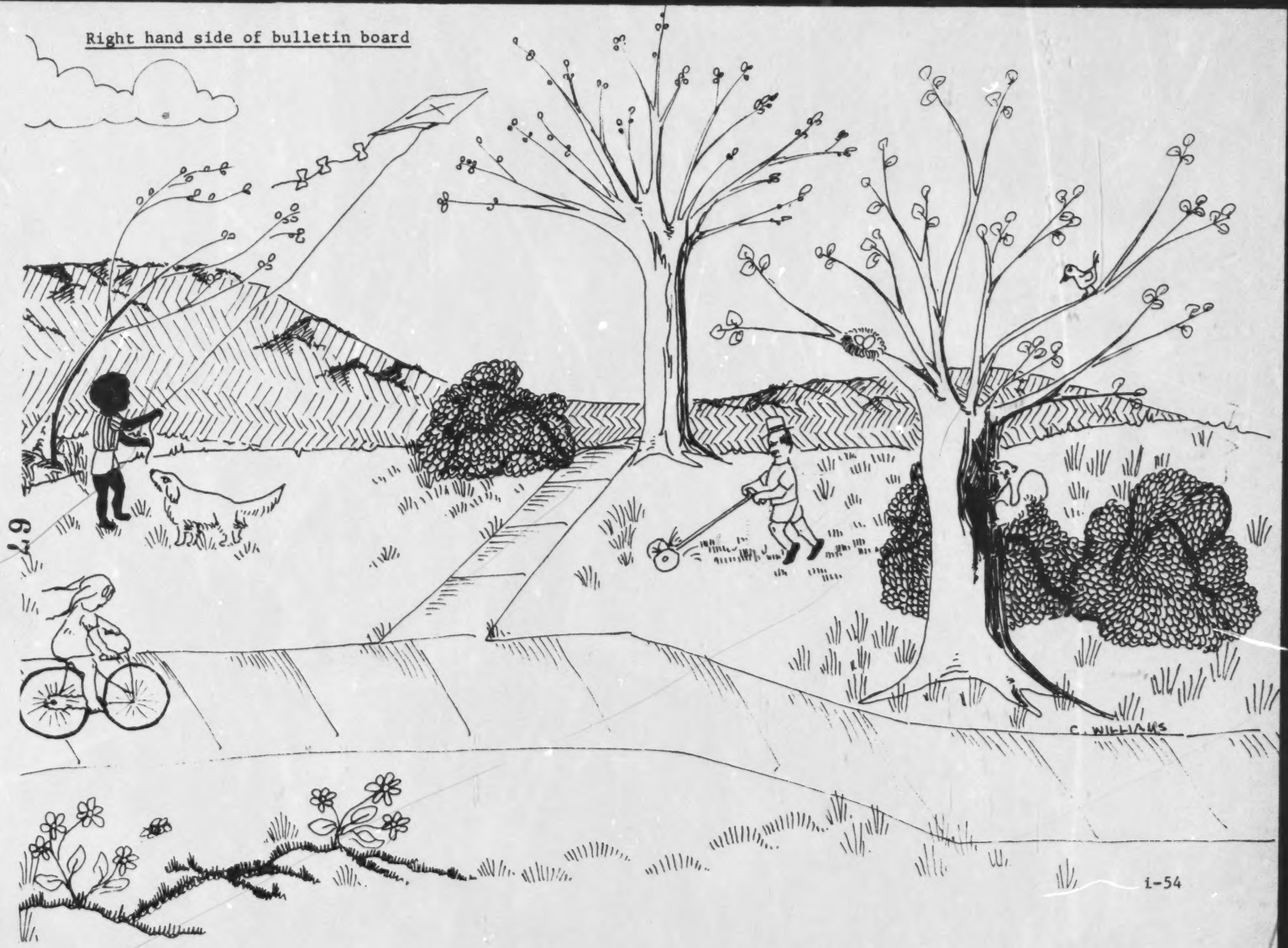
c) Overlap, using two shades with the darker one in the back and the lighter one in front.

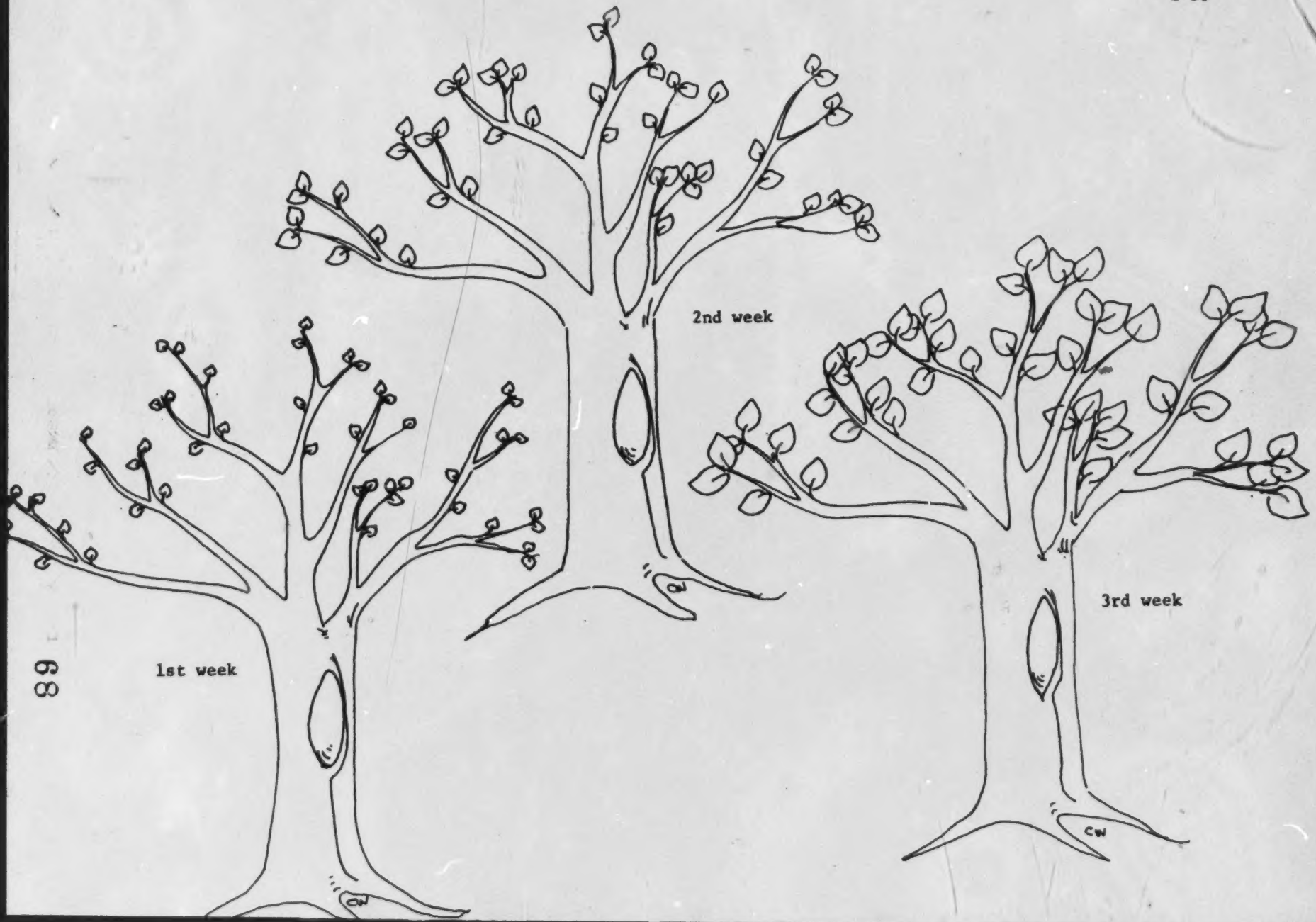
BULLETIN BOARD: SPRING SCENE

Left hand side of bulletin board



Right hand side of bulletin board



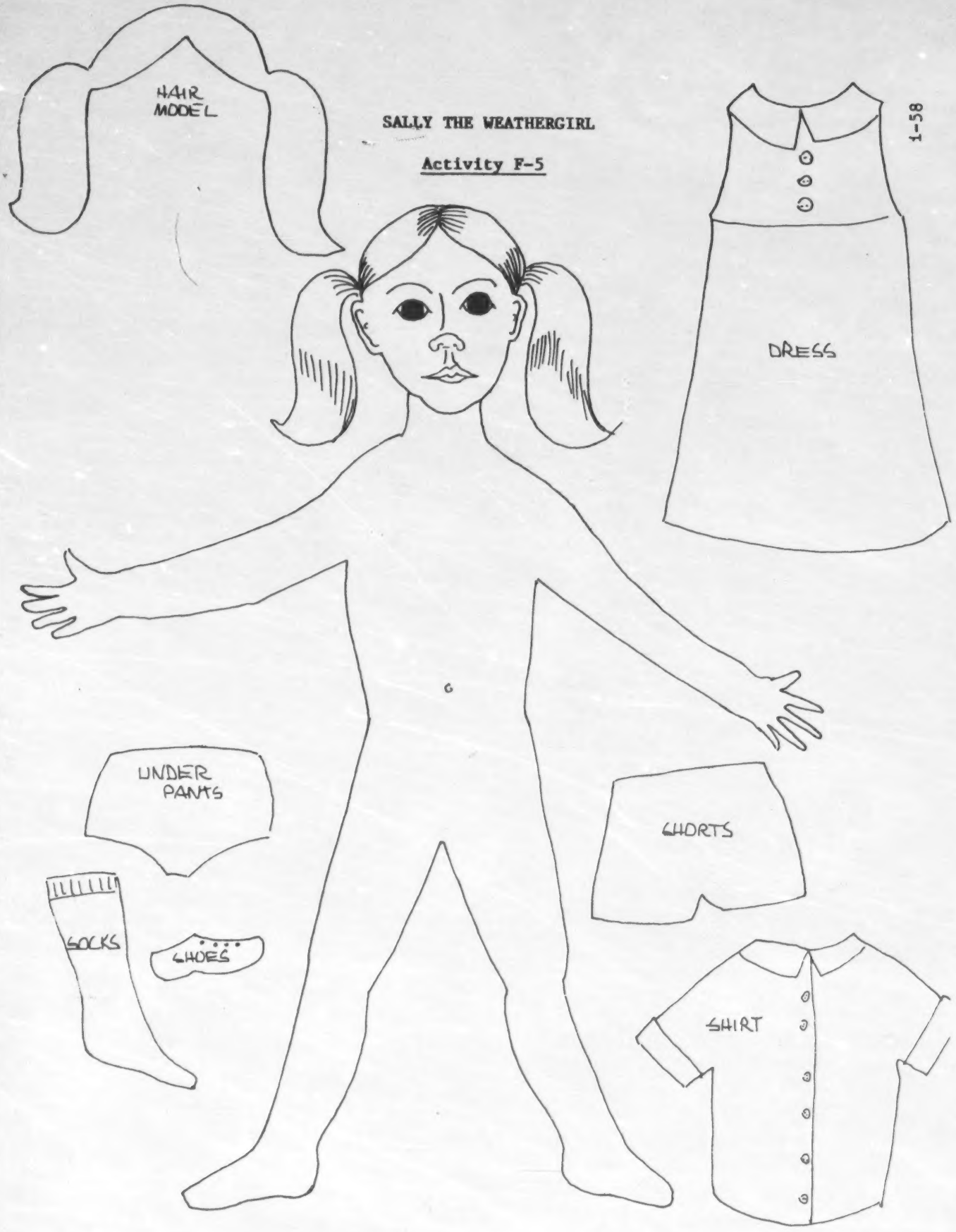

1st week
2nd week
3rd week
CW

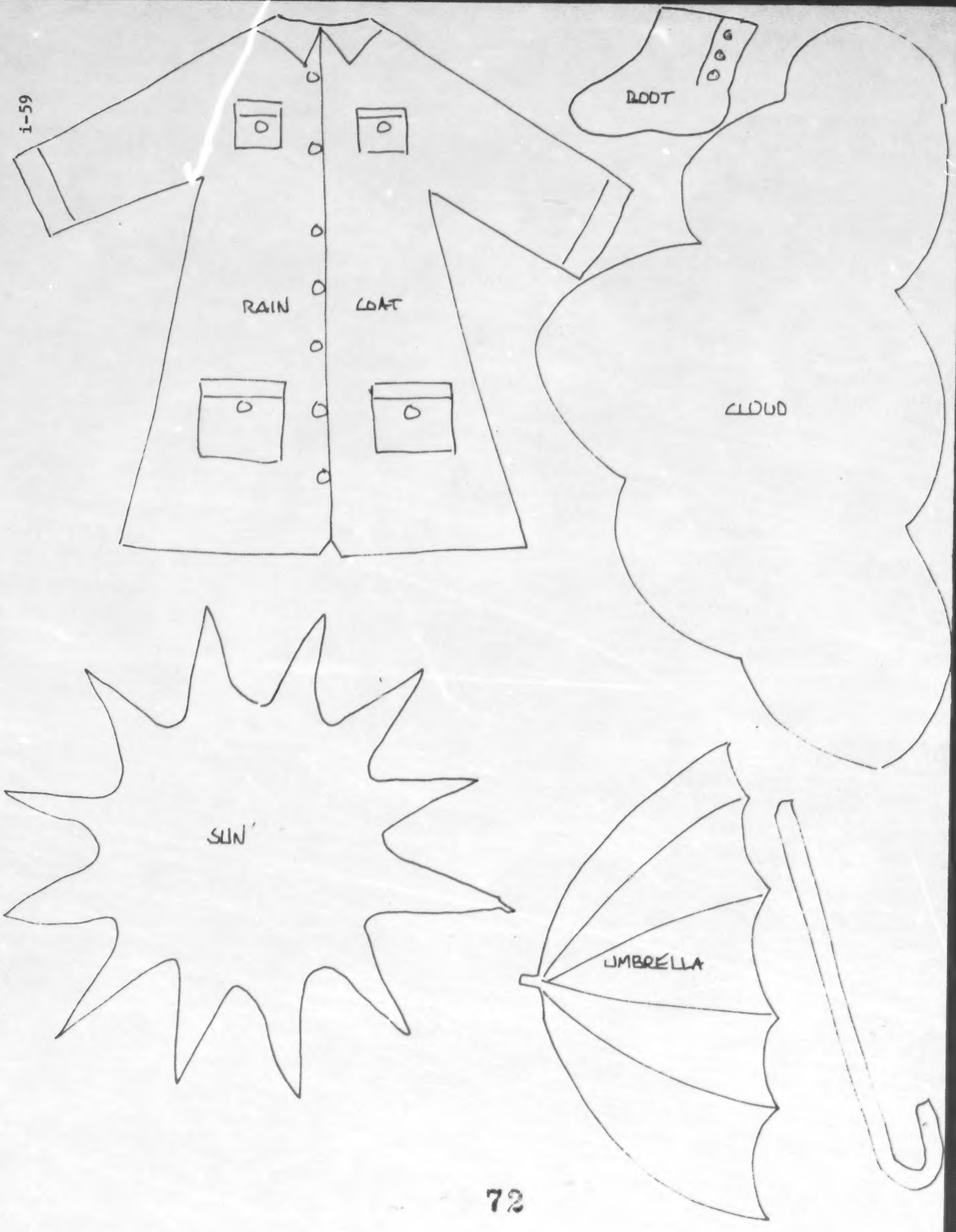
1-56

1-57

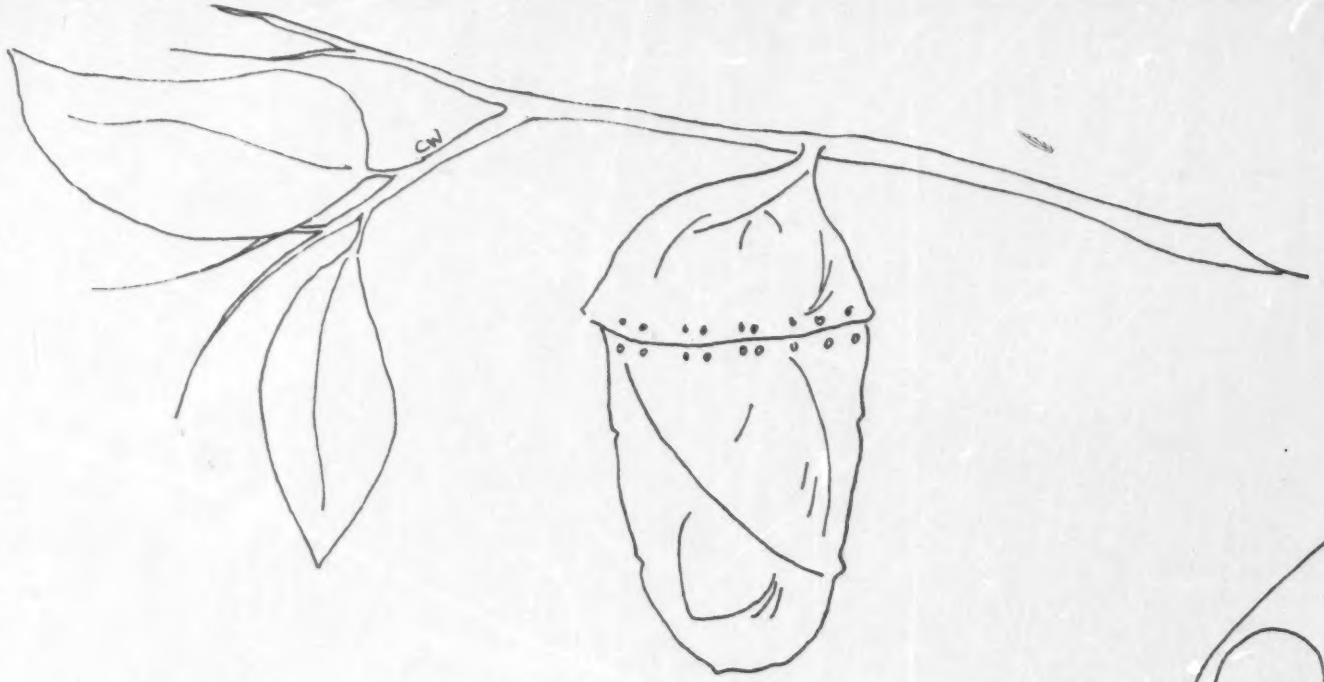
SALLY THE WEATHERGIRL

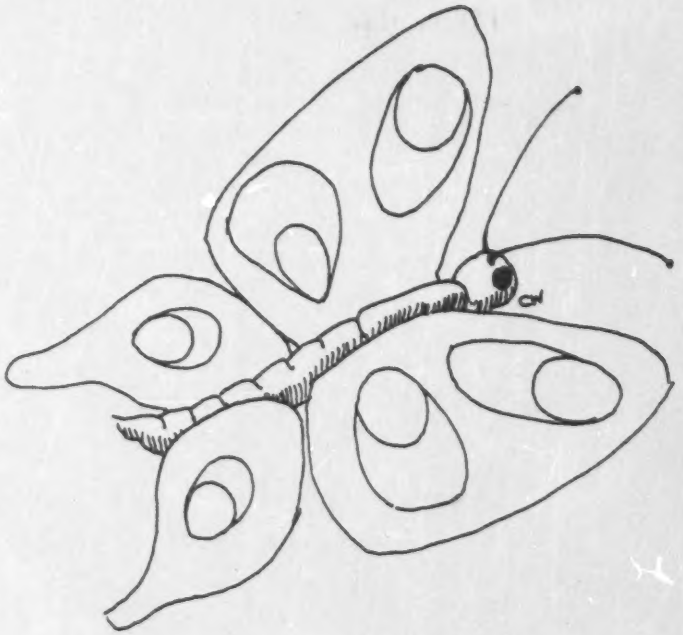
Activity F-5

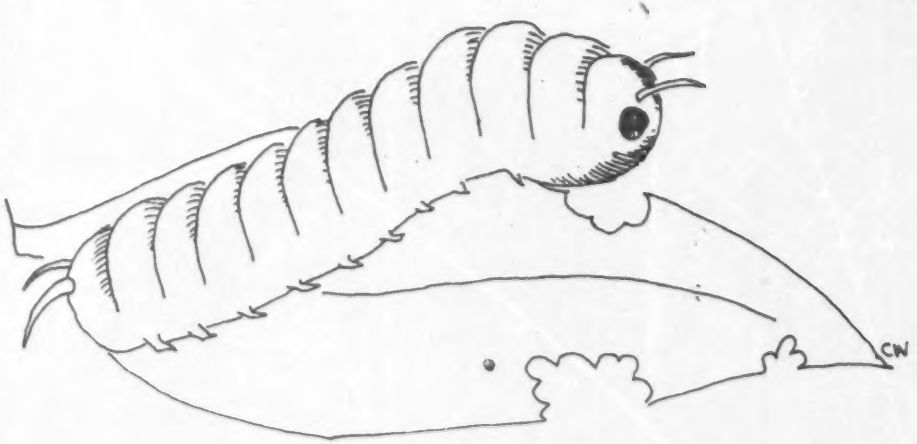



i-59
RAIN COAT
BOOT
CLOUD
SUN
UMBRELLA

1-60
CN







PICTURES OF BUTTERFLY STAGES

Activities H-3, H-6

CW

CW

1-62
CW

CW

CW

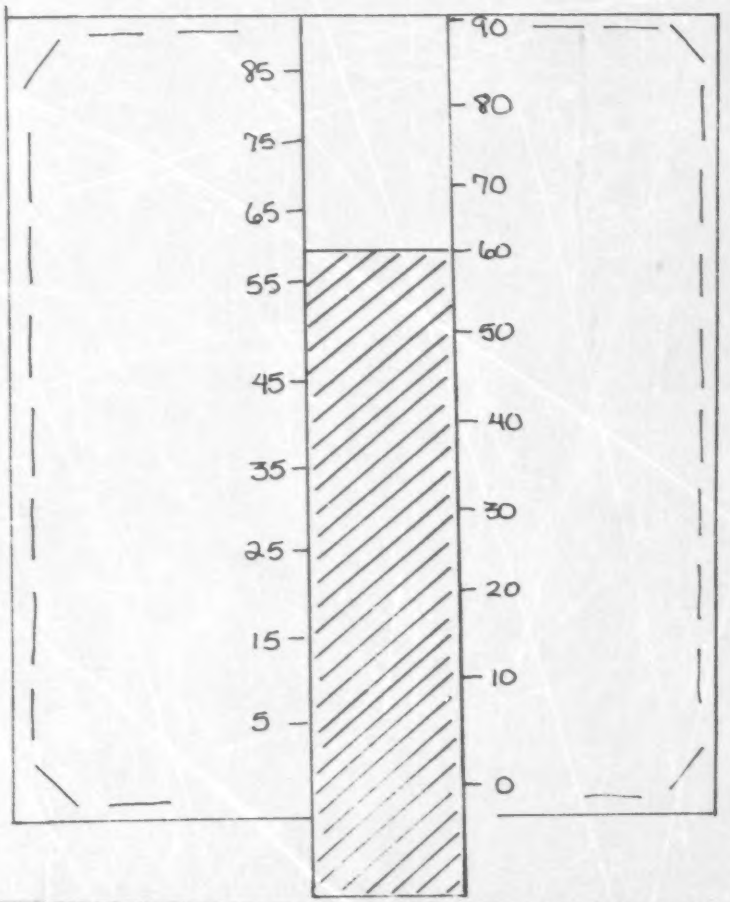
CW

Activity B-1

Procedure for making thermometers:

Take two pieces of white tagboard which are the same size, approximately 18" x 36". Cut out a three-inch strip from the center of the top sheet. Place a long red strip between the pieces of board. Then paste or staple the sides but not the part where the red strip will be. Place numerals of degrees along the sides. Then move the red strip up and down to see if it works.

Illustration:



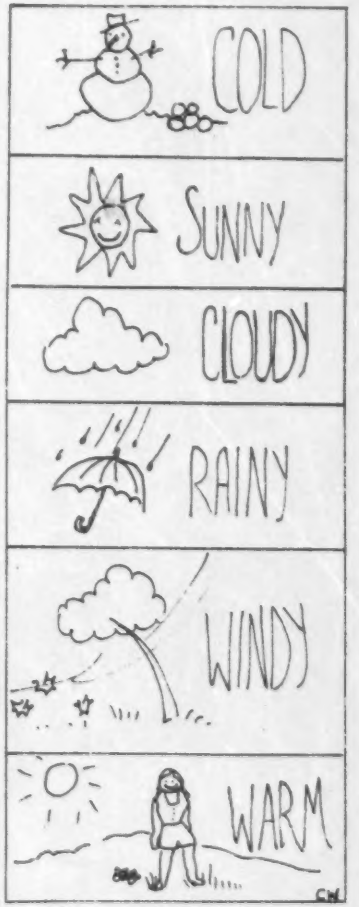
Activity B-1

Procedure for making a weather chart:

Take a large sheet of tagboard and write the days of the week at the top. Under each day, leave large enough spaces to write in the temperature and to place symbols indicating whether the weather is rainy or dry, windy or calm, sunny or cloudy, warm or cold.

Illustration:

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	Sunny, Clear, Warm					
	75°					



Activity G-5

BEAR HUNT

(Leader) Let's go on a Bear Hunt.
(children) Let's go on a Bear Hunt.
(Leader) All right. (children) All right.
O.K. " O.K.
Let's go. " Let's go.
(Make walking sound by slapping hands on legs.)

Oh look, (children) Oh look.
What's that? " What's that?
A big tree! " A big tree!
Can't go round it; (Children keep repeating everything the leader says.)

Can't go under it;
Can't jump over it;
Have to climb it.
All right? O.K.? Let's go!
(Make climbing motions with arms.)

Oh look! What's that? A large field?
Can't go round it; Can't go under it;
Can't jump over it; Have to go through it!
All right? O.K.? Let's go!
(Swish palms together.)

Oh look! What's that? A big river!
Can't go round it; Can't go under it;
Can't jump over it; Have to swim it!
All right? O.K.? Let's go!
(Do swimming motions.)

Oh look! What's that? A little cave!
Let's go in it.
All right? O.K.? Let's go!
Ohhhh, it's dark in here;
Feel how damp the walls are?
Can't see a thing!
Opps! My toe bumped something.
Wonder what it is?
It's furry! It has a tail! Four legs!
A round head! Two ears! A cold nose! Teeth!
It's a Bear!

(Make running sounds by clapping hands on legs fast. Swim the river, swish through the field, climb the tree, walk home!)

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Lock Haven, Pennsylvania